DOCUMENT RESUME

ED 373 433 EA 026 043

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TITLE The Self-Directed School: Empowering the Stakeholders.
REPORT NO ISBN-0-590-49267-5
PUB DATE Jun 94
NOTE 272p.
AVAILABLE FROM Scholastic, Inc., 555 Broadway, New York, NY 10012 ($29.95).
PUB TYPE Guides - Non-Classroom Use (055) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120) -- Books (010)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS *Educational Change; *Educational Cooperation; Elementary Secondary Education; Group Unity; Interaction; Interprofessional Relationship; Organizational Change; Organizational Communication; *Participative Decision Making; *School Based Management; *School Restructuring
IDENTIFIERS Empowerment

ABSTRACT

This book provides useful guidelines for implementing collaborative decision making in the public educational system. The prologue presents the historical background of educational reform in the United States and offers a rationale for radical school reform at the individual school level. The nine chapters that follow are divided into three parts. Part 1 introduces the concept of empowerment in schools and describes how collaborative teams allow individuals to take the initiative in a collaborative and cooperative environment. Part 2 presents the type of training required to develop the collaborative skills that a self-directed school demands. The third part examines the issues that must be addressed by a self-directed school, as well as by the overall educational system, such as who decides what and when. The epilogue considers how the self-directed school can best facilitate the development of self-directed learners and describes ways to transfer power to students. Twenty-one figures are included. (LMI)

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